RFP-10-33 QUESTIONS AND ANSWERS

Q1: If a vendor is unwilling to place a copy of source code in escrow, will they be considered unresponsive and eliminated from consideration?

A1: The State will not consider a vendor unwilling to place a copy of source code in escrow to be unresponsive and automatically eliminate that vendor from consideration. However, that fact would weigh heavily in the State's evaluation of the response.

Q2: Please provide more specifics about what your expectations are regarding the External Evaluation?

A2: The Indiana Department of Education (IDOE) intends to collaborate with an external evaluator in order to evaluate the impact of any implemented web-based mathematics intervention. The IDOE would like to measure the immediate and longitudinal impact that the mathematics intervention plan has on student academic achievement (e.g., academic growth, standardized test scores, course completion, graduation, etc.). The IDOE plans to select an external evaluator through a formal procurement process and the vendor selected to implement the web-based mathematics intervention plan will be expected to collaborate with the selected external evaluator.

Q3: Under Section 2.4.9 – a. – 4. Ownership and Materials, what developed materials are you referring to that IDOE would retain ownership of?

A3: This section refers to the fact that the IDOE has an interest in avoiding unnecessary licensing fees and having the rights to freely distribute materials developed for the purpose of the project that have value to the state during and beyond the life of the contract with the vendor selected through this RFP process. The particulars of this section will be best handled in the context of and during the time of contract negotiation.

Q4: Under Section 2.4.9 – a. – 5. IDOE Approval Schedule, what materials and/or deliverables developed are you referring to?

A4: The materials and/or deliverables refers to the idea that it is expected that material changes to the vendor's program during the term of contract would be handled in a collaborative fashion, with prior approval from the IDOE.

Q5: Please provide more specifics about what your expectations are regarding relationships with existing Indiana programs or local after-school programs.

A5: The IDOE is expecting that the mathematics intervention will be of a nature that would allow the in school, after school, and independent use by students in the State's selected target population. After school programs that are school- or community-based will provide an important context for use and implementation of the intervention. As such, it is the expectation that any vendor will collaborate and communicate with existing programs in Indiana. In order to leverage as many available resources as

possible around student learning, the selected vendor must collaborate with these programs in order to maximize student access to the web-based mathematics intervention. At a minimum, the vendor must collaborate with 21st Century Community Learning Centers, though collaborating with other existing programs is also encouraged.

Q6: Is the baseline budget of $1,050,000 listed in section 2.5 for year 1 costs only, or is that the projected budget for the total possible 4 years of the project (as stated in 1.14)? If the $1.05 million is for year 1 only, what is the projected budget for years 2-4?

A6: We are anticipating ongoing expenses for this implementation and understand that a multi-year effort is necessary to measure the effects of the intervention. The figure listed in the RFP was meant to provide a ceiling for annual costs. We want to be sure that the project scales appropriately and successfully therefore we believe there is also the potential to begin with a smaller pilot implementation that scales towards the upper end of this budget.

Q7: Item # 2.5 Cost Proposal – Is the amount listed in the total for the first year of the project the total four years of the project if the contract was extended on a yearly basis?

A7: See A6.

Q8: Will there be a webinar or other method to get information from the pre-proposal conference on December 2 if in-person attendance is not possible?

A8. The pre-proposal conference held on December 2, 2009 was an informal meeting that gave interested vendors an opportunity to ask questions and receive unofficial answers to those questions. All official answers to any questions are provided in this Q & A document. The only information available to those individuals not present at the pre-proposal conference is this Q & A document and the list of attendees found at: http://www.in.gov/idoa/proc/bids/rfp-10-33/.

Q9: Will a list of attendees from the December 2 pre-proposal conference be available? If so, where or how?

A9: See A8.

Q10: Section 2.4.8 of the RFP refers to a need to conduct an evaluation. Are bidders expected to partner or subcontract with an evaluator as part of their proposal or does the Department intend to contract separately for evaluation of this initiative (and awardees would be expected simply to cooperate with an evaluation)?

A10: The IDOE intends to contract with an external evaluator, separately, and the selected vendor will be expected to cooperate with the evaluator. See A2.

Q11: Is there an official definition of "online tutoring"? Is it correct to assume that a live teacher/tutor component online is required to meet the program expectations? Do these tutors need to be located in the United States?

A11: We are not operating under and "official definition" of online tutoring. Conceptually, we are looking for an online means to offer personalized math instruction to middle and high school students that requires little in the way of in person support from schools or afterschool programs. In other words, the intervention should be as "turn key" as possible.

Q12: Given the expected usage load of 5,000 to 35,000 students, are the specific levels of pricing expected for the number of students online? For example, does the IDOA want a proposal that covers the cost for up to 35,000 students or a proposal that offers pricing for 10,000 students, 20,000 students, or 35,000 students?

A12: A proposal should cover the cost for up to 35,000 students. We would expect proposals explore various pricing models and various levels of participation.

Q13: Is it expected that the program evaluation will be conducted by an external evaluator hired by the vendor or an evaluator hired by the State? If hired by the State does the vendor put an evaluator into the proposal at all?

A13: An external evaluator will be contracted by the State. A vendor must demonstrate a plan and willingness to collaborate with a vendor, selected by the State, within the vendor's proposal.

Q14: Given that tutoring is typically organized by hours then does this program have metrics for time spent on the system as well as the number of students accessing the system?

A14: The State is not setting parameters around time spent on the system or the number of students accessing the system, aside from the fact that the system must have the capacity to serve up to 35,000 students. However, the IDOE expects that part of the vendor's reporting to IDOE would include system use by user. For example, how much time was spent on a concept? Ultimately, the goal of the IDOE is demonstrated student achievement and academic growth. A vendor should describe these items within their proposal with enough information to help the IDOE understand the efficiency and effectiveness of the intervention approach.

Q15: Will you select one vendor or multiple vendors for award?

A15: Only one vendor will be selected.

Q16: Will the selected mathematics intervention program provide direct instruction to students or support the instruction provided by the teacher?

A16: The mathematics intervention program should support the instruction provided by classroom teachers. The mathematics intervention should extend a student's time spent on mathematics and personalize the instruction and curriculum in order to help students who struggle the most in school.

Q17: Please define the role of project personnel. Will they be on-site staff that provides full-time support for the program or will the selected vendor provide professional development to existing Indiana personnel who will work with the participating students?

A17: Project personnel are defined as the individuals who are employed by the vendor and work to develop, implement, or provide support for the web-based mathematics intervention plan. The essential roles and responsibilities of the project personnel are left up to the discretion of the vendor, with the expectation that all project personnel will effectively contribute to the successful implementation of the proposed web-based mathematics intervention plan. Vendors should conceptualize the roles and responsibilities of the project personnel that support the vendor's proposal and those roles and responsibilities should be described within the vendor's proposal.

Q18: Can you please provide a link to the state security policy referred to on page 20, item 2.4.13.c?

A18: Indiana's security policy can be found at: http://www.in.gov/iot/2339.htm.

Q19: Will proposals be accepted for early childhood mathematics technology-based assessments (grades PK-3) or is the RFP exclusively soliciting proposals for middle and high school statewide technology-based mathematics intervention plans?

A19: The IDOE is only soliciting proposals for a web-based mathematics intervention plan for middle and high school students. No immediate plans have been released to extend this initiative to students at the early childhood level.

Q20: What is the most effective way to make our online training/video contractor services known to all the companies involved with the RFP process beside the people who showed up to the pre-meeting?

A20: Below is a compilation of the companies who attended the pre-proposal conference and/or posed formal questions:

Compass Learning	Media Fuel	Renaissance Learning, Inc.
Carnegie Learning	CSCI Consulting	Childrens Progress
Hetrick	Archipelago Learning	
Briljent	Rand McNally Education	
Sondhi Solutions	American Institutes for Research	
LiveWire Consulting	Apangea Learning	